



JOURNAL *of the* CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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WINTER WONDERLAND

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NO. 2

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C. R. BLACKSTOCK
95 Wellesley St. East,
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Advertising Manager

N. A. BEACH
559 Jarvis St.,
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Circulation Manager

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By JOHN R. LIFE, *Editor*

Signs of Growth

Those of us who have an opportunity to observe the growth of our profession across Canada are constantly on the lookout for trends . . . trends which indicate the direction in which Physical Education, Health Education and Recreation are developing. Our natural tendency in this regard is to look for and be most impressed by major happenings such as the recent Federal legislation which allotted five million dollars to "fitness and amateur sport".

This kind of news is justifiable reason for optimism about the future of our profession, but it is not the only sign. Within the profession itself there are indications of a new maturity and direction of purpose.

We have been much impressed by the work being carried on at the local level all across the country. The number and quality of branch newsletters and other publications is noteworthy. *Pro Motion*, the Journal of the British Columbia Physical Education Teachers' Association is an excellent example of a professional publication. The newsletters of the Greater Montreal Branch, The Atlantic Provinces, and the Edmonton Branches, to name only a few, are fine examples of local initiative and progress.

The Association of Municipal Directors of Recreation in Ontario is a full grown organization in its own right and is having a very considerable influence on the recreation profession. And, most important, we are continually hearing of groups of professional people getting together to discuss common problems. Some of these small groups are forming CAHPER branches. We welcome them and hope the trend will continue.

More and more the branches are accepting responsibility for projects aimed at professional growth. Our attention has recently been focused on a project being undertaken by the TAAPHE Branch in Toronto. At one of its meetings this fall, this branch expressed concern over the problem of financing our national CAHPER organization. The members discussed ways and means of helping to solve this problem and decided to institute a membership drive in the Toronto area. A brochure on CAHPER and the advantages of membership in the national body is being prepared. It will be forwarded to every person (over 200 individuals) teaching Physical and Health Education in junior and senior high schools in the metropolitan Toronto area.

Branch action of this kind is indeed noteworthy for it is this willingness to accept responsibility at the local branch level which will make our profession truly strong. ◀

President's Page

By G. A. WRIGHT

THE LAST ISSUE of Volume 27 included the president's report which gave you some idea of the work accomplished by this Association up to June 1961. After a most successful Convention, such as we all experienced in Hamilton, one expects a lull. Communication may have slowed up but much has been accomplished since June.

In July, space was rented for the National Office at 515 Jarvis Street, Toronto. Official C.A.H.P.E.R. order forms were printed and circulated to summer schools and universities. Twenty thousand copies of the Grades 4, 5 and 6 Physical Education book were printed. Arrangements have been made with A.A.H.P.E.R. to stock items which have appeal to Canadians.

In August, a number of our members attended the World Congress for Women, in Washington. Your Association was officially represented at the Parks and Recreation Conference in Edmonton. Mr. Blackstock and I visited the Mill of Kintail in connection with the resolution passed in June. The Federal Government and the National Capital Commission have the establishment of an R. Tait McKenzie memorial under review.

In September, I had the privilege of speaking to the Health Education Conference which was convened by the Department of National Health and Welfare, Ottawa. During the same week, the act to encourage fitness and amateur sport was announced. Your National Office has been in touch with officials of the Department of National Health and Welfare and you can be assured that progress is being made. Much professional advice and help will be expected from our members when the bill becomes operative.

In October, your Association was represented at the "Resources for Tomorrow" Conference. You have had representatives at meetings of the Royal Commission on Health Services and the Canadian Conference on Education. The committee on equipment has continued to meet with the

Federal Department of Justice in improving the Canadian Foldaway Climber which is being manufactured in Kingston. A number of manufacturing firms have requested guidance from the committee regarding standards for equipment used in physical education and recreation.

In November, an informal meeting was held with officials of the Canadian Legion who will be conducting a course for coaches during the latter part of August, 1962, at the Ontario Agricultural College, Guelph. They have asked for our co-operation and I am sure that a number of members will be interested in attending. The courses will be conducted by Dyson, Disley and Savage of England. The Legion should be complimented on their choice of coaches. Ontario has had John Disley attached to its leadership camp programme for two summers. He has much to offer to an outdoor education programme in addition to his contribution to track and field.

The C.M.A./C.A.H.P.E.R. Co-ordinating Committee held a meeting at C.M.A. House to study activities that can be carried out by the two Associations. We look ahead to this committee providing considerable leadership in Physical Education and Recreation.

The Health League of Canada has asked that we make available speakers on Health and Fitness during Health Week, March 11-17, 1962. Members and branches should volunteer to address service clubs, Home and School and other voluntary organizations during Health Week.

Members should know that our Association is affiliated with the World Confederation of Organizations of the Teaching Profession through the International Council on Health, Physical Education and Recreation. Members travelling to England and Europe should know that the 1962 congress of the W.C.O.T.P. and I.C.H.P.E.R. will meet in Stockholm, Sweden, from July 26 to August 4. Additional information about conferences in England and Europe

(Continued on page 40)

THE DEVELOPMENT of CANADIAN SWIMMERS of

INTERNATIONAL CALIBER

By JOHN A. FAULKNER

Canadian Olympic Swimming Coach



THE 10 men and women who made up our swimming team reported to Montreal as the best coached and best trained swimmers and divers we had ever sent into international competition. The majority of the swimmers had as good stroking technique as anyone in Rome yet, with possibly one exception, not one of them reached peak performance. Each swimmer was still improving in his response to interval training when his race was swum.

The fault lies neither with the coaches nor the swimmers. The culprit is the system and status of amateur sports in Canada. Except for hockey, which is handled by professional interests, we are a third rate nation on the international sports scene. Like the United States, we are a soft, affluent society, however, they at least motivate and train an athletic elite to represent them internationally. Admittedly, this is not the best approach. It is, however, better than nothing.

International swimmers and divers require 50 meter pools and 10 meter towers; professional, full-time coaches; regularly scheduled intensive team practices; and public encouragement and support. Few or none of these minimal requirements were available to our team members. In spite of our shortcomings on their behalf, Richard Pound, Mary Stewart, Ernie Meissner, Irene MacDonald, and the Men's Medley Relay Team (Bob Weaton, Steve Rabinovitch, Cam Grout, and Richard Pound) all placed in the finals. Except for extenuating circumstances two others would have undoubtedly joined them.

Looking forward to 1962 in Sydney and 1964 in Tokyo rather than back to 1960 in Rome, what of the future of international swimming for Canada? Several questions appear pertinent. How are swimmers of international caliber developed in other countries? What cultural factors are opera-

tive in Canada that require modification of these methods?

With the exception of the United States, all the major swimming powers have the majority of their swimmers of world class grouped in a fairly small geographical area. Consequently, they can make use of a few skilled coaches and a national team to develop the peak of physiological and psychological condition necessary for international competition. The athletes are reimbursed for time away from work or placed in positions in which released time for training and travelling is possible. The United States depends on men's varsity swimming teams and three or four large women's swimming clubs for the development of world class swimmers. The universities and clubs both recruit widely and the top ones could handily defeat the national teams of all but a few nations. A major problem is the retirement of women swimmers at a very early age.

The common factors among the top swimming nations that appear to be of paramount importance in the development of swimmers of international caliber are: (1) a skilled, scientifically orientated group of professional coaches, (2) adequate practice and competition in 50 meter pools, (3) sufficiently skilled performers in each event to provide comradeship, (4) a gradual build-up through a highly competitive inter-club or inter-nation dual meet schedule, and (5) social support and recognition from the community and nation.

World class performance requires intense dedication during a long slow physical and mental build-up. The athlete must be willing to punish himself time and time again until he is able to endure the pain of fatigue without a let up in performance. A maximal performance is always limited by psychological inhibitions. The true physiologic limit

(Continued on page 35)

DAY CAMPING IN A SUBURBAN SETTING . . .

By DAVE BROOKS and DICK CLIPPINGDALE
(Directors: Township of Toronto Day Camp Program)

It is pitch dark. The wind rustles the leaves of the surrounding trees. Through the forest, ever-nearer, we can hear the beat-beat of a tom-tom and the intermittent chant of many voices. Shadowy figures file into a moonlit clearing. When all have arrived, there is a stillness. Off to one side a number of briefly-clad paint-smeared savages hold blazing torches aloft, casting dancing beams of light into the shadows. Suddenly, a voice is heard, cutting the silence like a knife:

"Meta kala Neh-hoom-po, om-neecheenie-showpi. Hear me, my braves and squaws, we are about to hold a Council. Light we now the council-fire by the ancient and sacred fire-lighter's dance."

From the shadows amongst the trees the tom-tom thunders its call. The torch-bearers

prance around a pile of logs and perform an intricate snake-like dance until — the moment of drama — they plunge their burning brands in unison into the high dark wood-pile and a mighty blaze comes forth, revealing by its light Indian Chiefs, braves, and squaws, in full regalia, ready to begin another Indian Council.

This is only one of the features offered by the Meadowvale Day Camp of the Township of Toronto Recreation and Parks Department. A varied program of sports, nature lore, overnights, crafts and special events combine to supply at low cost a summer of fine enjoyment to children who might otherwise never taste of the wonders of the out-of-doors. For six dollars, a child is provided with a week-long experience of living with nature under trained and capable



The authors,
Dave Brooks and
Dick Clippingdale,
in
ceremonial dress

leadership. Bus transportation to and from camp, milk at lunch-time, and all the benefits of a summer "home-away-from-home" are open to any child in Toronto Township and many take advantage of this opportunity.

We have tried to make day camping an experience in the out-of-doors through the use, as much as possible, of the "out of the ordinary." All of the programs try to fit in to this general concept.

Since we try to teach nature lore and conservation and yet do not wish to have our day camp fall into the position of a "summer school," campers are given the opportunity to teach as well as learn the subjects through our Nature Ranger program. Brief ten-minute lessons on animals, birds, flowers, trees and so forth are given by selected children from material supplied by the staff and the nature library. Each day campers answers questions on a "nature board" in the camp's "Nature Contest," winners being awarded points for their tribe group in the "Tribe of the Week" contest.

Would-be Robin Hoods thrill to archery in a forest setting so like Sherwood Forest that the Sheriff of Nottingham would feel at home. Situated in a valley of wooded slopes and grassy meadow, in a plain bisected by a tiny creek, Meadowvale Day Camp is fortunate to have a natural setting highly conducive to the nature theme.

Our overnights feature such events as Indian Councils and Skit and Song Nights. All boys and girls of the camp, who are nine years of age and over are eligible to attend and gain the experience of living under canvas for a night and cooking over an open fire.

In order to carry our program, to put, so to speak, the icing on the cake, we attempted to have a special event each Friday afternoon, making a real effort to have something new each time. One week it might be a "Sports Day" with all sorts of competitions and races run Olympic-style. On another occasion a mock-Royal visit could transport us for an afternoon into a world of fantasy. The most memorable of all our Special Events was the day we sent a frog into space by balloon, and recovered him by parachute through a process so complicated and bizarre that even we are not just sure how it worked!

The craft program at the Day Camp this



The map shows the way

year took on an entirely new aspect. We attempted, and succeeded in a new and varied craft program for the children. We appointed a person to be known as Craft Director, and it was his sole duty to organize and develop the craft program.

Each day the Director would take one tribe in the morning and one in the afternoon, each for two periods. There were nine different tribes at the Camp allowing each one, one craft per week. This craft program was of course over and beyond the regular program of the Counsellors. Once a week or more, if necessary, the Craft Director would order all the necessary supplies and equipment for the coming week. We found that nearly all our supplies diminished at a rapid rate.

It was our objective to co-ordinate this program as much as possible with nature. Many times we found ourselves making necklaces out of baby pine cones and thorns. A very exciting craft for both the intermediate and senior boys was the making of tomahawks and bows and arrows from the natural materials at hand.

The teaching of crafts was a very pleasant one indeed due to the construction of a rustic-type outdoor pavilion. The shelter was open on all sides and would accommodate between 25-30 children.

With the sudden increase in attendance, we found ourselves occasionally shortsighted as far as the amount of material needed. Another year passed, another year wiser we hope. Another year we hope to handle between 150-160 children at this one Camp Site.

In conclusion we found that any craft which involved the use of an axe or hammer was greatly appealing to the children. This is where the craft program succeeded. It was this desire to do a certain thing, and being able to express and create with the use of their own little hands, a work of art, that was in itself a fine accomplishment.

Leaving a child to create an object on his own has in itself been a feat we hoped he would accomplish.

This winter as the cold winds whistle through the streets of the Township of Toronto many a child will fondly recall a summer of excitement and adventure, of friendship and good times that he knew at Meadowvale Day Camp. Many a Counsellor will think back to the warm days and nights, months ago and remember the thrill he experienced in helping to mould and shape, for however short a time, the characters and bodies of his young charges who looked to him for leadership and inspiration. ◀



*A story
by the side
of a
little stream*

Intercollegiate Athletics in Canada

ITS ORGANIZATION AND DEVELOPMENT

By J. P. LOOSEMORE

Financial Secretary, UNIVERSITY OF TORONTO ATHLETIC ASSOCIATION

Secretary-Treasurer, ONTARIO-QUEBEC ATHLETIC ASSOCIATION

Information on the M.I.A.U. supplied courtesy of Mr. F. G. Kelly, Director of Athletics, Acadia University.

Information on the W.C.I.A.U. supplied courtesy of Professor M. L. Van Vliet, Director of Physical Education, University of Alberta.

The Canadian Intercollegiate Athletic Union, recently formed as a coordinating body for the various Intercollegiate Athletic Unions in Canada, is the outcome of a desire for cooperation between the four existing Unions (or Associations) in the various geographical divisions of Canada, these being as follows:

WESTERN CANADA INTERCOLLEGIATE
ATHLETIC UNION

MARITIME INTERCOLLEGIATE ATHLE-
TIC UNION

OTTAWA-ST. LAWRENCE INTERCOLLE-
GIATE ATHLETIC ASSOCIATION

ONTARIO-QUEBEC ATHLETIC ASSOCIA-
TION

A brief history of the development and organization of Intercollegiate athletics in different parts of Canada may be of some interest.

EASTERN CANADA

Intercollegiate football matches between Toronto and McGill commenced on an annual basis as early as 1881, Queen's entering a team a few years later. However, there was no formal athletic organization until 1906, when the original Canadian Intercollegiate Athletic Union was founded with three active members, viz., Queen's University, McGill University and University of Toronto, in addition to four associate members, viz., Ottawa College, Trinity College, McMaster College and Royal Military College. Over the years the membership increased, until in 1954 there were nineteen institutions holding membership in the Union, the geographical territory represented extending from Windsor, Ontario (Assumption University) to as far east as

Lennoxville, Quebec (Bishop's University) and Quebec City (Laval University).

It was, of course, realized that there were now other Intercollegiate associations in Western Canada and the Maritimes, and that the title "C.I.A.U." was not strictly accurate. Therefore, in 1952 the Union decided to add to its title the word "Central" to indicate that the organization was sectional; the hope being that a truly national body would be organized in the future.

But by this time (1954) it was apparent that the administration of the C.I.A.U. (Central), composed of nineteen institutions with a great variation in standards of play and a complete difference in outlook between many of the members, was becoming cumbersome and unwieldy. Another factor was the difficulty experienced in finding unity in the matter of a common standard of athletic eligibility that would work in an equitable manner for all nineteen members of varying size and different academic standards.

In 1955, it was decided to divide the organization then known as the Canadian Intercollegiate Athletic Union (Central) into two sectional groups to be known as the Ontario-Quebec Athletic Association with nine members and the Ottawa-St. Lawrence Intercollegiate Athletic Association with ten members, each with its own Board of Governors, secretariate and constitution. This action had the immediate effect of removing a great many of the difficulties that had plagued the larger association, and the two bodies were able to solve their respective problems within much simpler and more adjustable frameworks.

At the time of the division, a C.I.A.U.

Board of Governors was set up consisting of six Executive Committee members from each of the two associations, but obviously there was little for the Board to do since each of the two Associations was virtually autonomous; and the old objection remained that this "C.I.A.U." represented only institutions in Eastern Canada, even though there were in existence Intercollegiate Athletic Unions in the Maritimes and Western Canada.

THE MARITIMES

The Maritimes Intercollegiate Athletic Union came formally into existence in 1910, although there had been competition for some years previously between Dalhousie, St. Francis Xavier, Kings and Acadia in Nova Scotia; while University of New Brunswick and Mount Allison competed in New Brunswick.

Sports under Intercollegiate jurisdiction at that time were English Rugby, Hockey, Track and Field, Tennis and Basketball, while Boxing was added in 1912. As in the case of the Union in Eastern Canada, there was no formal competition during the war years 1914 to 1918.

The Union was reorganized at the end of the First War, and other institutions were admitted between the two World Wars to make a total membership of ten institutions at the present time, competing in a total of some ten sports.

WESTERN CANADA INTERCOLLEGIATE ATHLETIC UNION

The W.C.I.A.U. was formally organized in 1920, the charter members being the Universities of Alberta, Saskatchewan and Manitoba, the University of British Columbia joining the Union three years later. The same institutions constitute the membership of the Union at the present time.

In the early years, Track and Field was the major sport in active competition, football coming into prominence in 1927, when a schedule was played between Saskatchewan, Manitoba and Alberta. At present the twelve sports officially recognized are Golf, Tennis, Cross Country, Football, Basketball, Hockey, Curling, Wrestling, Swimming, Badminton, Fencing and Volleyball.

A recent development is the application of the Calgary division of the University of Alberta for separate membership in the

W.C.I.A.U., pending which they will compete this year in six different sports on an invitational basis. They hope to field a football team by the fall of 1963. There is also the possibility of the University of Victoria becoming a member in the not too far distant future.

FORMATION OF A NATIONAL C.I.A.U.

The first serious step taken to form a National Intercollegiate Athletic Union was the appointment of a committee at the 1948 meeting of the National Conference of Canadian Universities with the following terms of reference:

- (A) The establishment of a Dominion-wide Intercollegiate Athletic Union,
- (B) The possibility of effecting (i) the promulgation of uniform regulations of eligibility and (ii) uniform playing regulations in various sports, and
- (C) The possibility of Dominion-wide play-offs.

The committee was composed of five members from the faculties of University of New Brunswick, McGill University, University of Alberta, University of Saskatchewan and University of Western Ontario. Dr. Hall of Western convened the committee. A comprehensive report of this committee was made at the 1949 N.C.C.U. meeting; but the proposals did not meet with complete acceptance by the athletic unions already in existence.

Nothing further was done until June, 1961, when a meeting was held at McGill University attended by representatives of the W.C.I.A.U., the O-Q.A.A., the O-St.L.I.A.A. and the M.I.A.U. under the chairmanship of Dean A. W. Matthews of the University of British Columbia, the latter having been tireless over the previous two years in his efforts to bring the national organization into being. The meeting passed motions to bring the new Union into being as of October 15, 1961, and a constitution was formally approved. It was decided that the name of the national body should perpetuate the original organization of 1906 and that it should be called the Canadian Intercollegiate Athletic Union. A slate of officers was elected to take office as of October 15, 1961, the first president being Dr. D. A. McLarty of the University of Western Ontario.

(Continued on page 40)

STANDARDS IN RECREATION

A. D. Adie *From the September 15, 1961 issue of Civic Recreation and Parks Record*

By its nature public, municipal or community, recreation must be a service which is available to all citizens who desire to participate. This qualification brings about an attitude which considers numbers and attendance as the most important factors in a public program. At the same time there is an attitude which regards "standards" as visionary or idealistic; a concept which is all right to discuss but is not worth bothering with in organization of the program. These attitudes are by no means universal, but in practice they often affect the planning of a program.

Certainly a public program must have numbers—attendance—to justify the tax cost. A public service should be available to all who want it. Even so, this service must be based on standards of some sort or it will degenerate into the type of "circus" entertainment known to the Romans.

There are standards established, by general agreement, for most activities; some of these are very definite, some are most vague. What should be considered when planning a recreation program or activity are the principles upon which good standards are based.

Most important, the planner should keep in mind the purpose of recreation. This can be described by two common definitions of recreation: "the enrichment of the life of the participants" and "the creative use of leisure time". In this sense enrichment would encompass the benefits of activity: enjoyment, satisfaction, fulfillment, and so on. The creative use of leisure implies a positive use of time, as opposed to an activity which may be enjoyed, may be effective for passing the time, but may be directly harmful to the participant or to others. Thus any activity (or lack of activity, such as relaxing in the sun in the back yard) which is satisfying, enjoyable, and not harmful to anyone, may be considered recreation.

So far the purpose of a public recreation program might seem to be met by any activity or set of activities which provide an enjoyable way of passing leisure time. However, a further point should be considered, which is the amount of time the average

participant may spend in the program. With a conservative estimate of forty hours of leisure per week, the average person probably spends less than ten percent of this time in a public program. During the other ninety percent of the time he or she must find recreation by individual effort. This brings in one proposed objective of a public recreation program: "the teaching of skills and appreciations in recreation for use in leisure time".

This objective would make the program one of "education", in one sense; education in the ways of providing one's own recreation. Naturally, not all activities in the program can be of an educational nature, nor should any activity be considered solely educational; at all times a recreation activity should provide enjoyment—fun—for the participant. However, in any activity there should be a core of training—in skills or in understanding—which will help the participant enjoy or practice the activity outside the program.

If the public recreation is to fulfill these purposes, its programs must be of sufficiently high quality to provide something worthwhile for use in the individual periods of activity. The activity, instruction and standard of accomplishment should be on a higher level than can be attained outside the program. If participants are given the same level of activity as can be had outside the program, then there is no need for the program, and it is an inefficient spending of public funds, and a waste of the participants' time.

By applying these ideas a basis for standards may be established. The program should be enjoyable, should be creative (that is positive) and should provide skills, ideas and levels not available outside the program. If the level of program quality is to be higher than the level of unorganized activities, it should then, to be most worthwhile, be of the highest level possible. Of course, this highest possible level will vary depending on the activity and on the participants. Children cannot achieve the same level of accomplishment as adults, nor can begin-

ners exercise the same skills as experts. But, whatever the type of participant, and whatever the state of development in the activity, the program should be at the highest possible level.

A further requirement might be advanced: when the programme has begun at the highest possible level, it should then progress; through introduction of new skills, through practice, and through new ideas it should enable the participant to accomplish more than he or she could in the beginning.

If the participant's time is limited, so also are the public funds and facilities. With all these limitations, there is a clear duty for the public organization to provide only the best possible programs; to avoid any program which can be duplicated by individuals on their own without any commitment by the public agency. The program activities should be different; they should also be better. Standards which are set, for any activity, should be based on an application of enjoyment, creativity, quality and progression.

Basing standards on these will encourage a program which will give the most to the participant, will accomplish the most for the time and funds expended.

Once standards are established the program must be planned so that it will meet the desired requirements. Those planning or directing the program must ensure that the desired activities are based on the established standards: that all factors of the program are the best possible.

The factor which most affects the program quality is leadership. This is the place where a standard should be applied; if the leader of an activity is not qualified to lead no excellence of planning will produce a sound program. A good leader can overcome a certain lack in facilities or equipment, but the best facilities cannot compensate for poor leadership. This is a case where the best possible may not be good enough: if the best leader available is not competent the program should not begin.

Any standards which are developed for recreation activities should include standards for the leadership. This, again, is a field where variation of activity makes a rigid code impractical. Rather, a basis must be found which will apply to all activities, and individual levels established from this.

If public recreation standards are to be based on enjoyment, creativity, quality, and

progression, the leader in public recreation must be a person who can provide these features in his or her activities. The leader must have the personality to make the activity enjoyable; must be a person who is pleasant and friendly, whose company brings pleasure to those participating. At the same time the leader must know his or her subject well enough to provide creative activity for the participants, who can fulfill the purpose of education in programs. This knowledge should also be sufficient to ensure an adequate level of activity; quality of program may be related directly to the leader's knowledge of the subject.

Besides these overt personal qualities, the leader must have an inward ability and willingness to plan the program and to follow this plan. An unplanned, "one session at a time" program will lack all elements of progression; except for enjoyment it will provide nothing new for the participants after the first session.

The good leader is the basis of the good program. If standards are to be established in public recreation programs the basis for such standards should include both the leader and the activity. Either one, without the other, will be insufficient. ◀

DEEP KNEE BENDS AND DUCK WADDLE DISAPPROVED

The deep knee bend and "duck waddle", traditional training activities for football and other sports, are now generally disapproved by medical authorities, according to the Committee on the Medical Aspects of Sports of the American Medical Association. Both exercises have a potential for serious injury to the internal and supporting structures of the knee joint, one of the most vulnerable parts of the athlete's body. In the deep knee bend, the athlete moves alternately from a standing position to a full squat; in the duck waddle, he travels about while trying to maintain the full squat position. (National Federation of State High School Athletic Associations and the Committee on the Medical Aspects of Sports of the American Medical Association: "Controversial Calisthenics," Press, Aug., 1961).

How Coaches are Trained in Great Britain

A description of the British scheme for improving and promoting track and field athletics on a national basis. By Fred Wilt, Lafayette, Indiana. This article appeared in the January 1961 issue of the Journal of Health-Physical Education-Recreation.

Administrative coaching organizations abroad produced athletes at the 17th Olympiad who were able to defeat some of America's finest in certain track and field events. It may come as a surprise for some to learn that many countries, but not the U.S.A., have coaching schemes organized on a national basis, designed to promote the interests of track and field athletics in every respect.

One such coaching plan, the British Amateur Athletic Association (AAA) Coaching Scheme, has been copied to a considerable extent by other countries. During August 1960 it was my privilege to attend the AAA track and field coaching school at Loughborough Training College, Leicestershire; its organization is explained here.

To understand this scheme, it is necessary first to know there are over 2500 track and field clubs in England to which any athlete may belong and for which he (or she) competes. They are organized and operated something like our American softball teams and sandlot baseball teams. There are no academic or age restrictions for club participation, and the organizers, administrators, and coaches (with the exception of five national coaches) are not paid for their activities. Schools do have teams, but coaches and others associated with school athletics are not paid for their coaching and athletic efforts.

The British AAA (equivalent to our Amateur Athletic Union) took the first major step toward organizing the coaching scheme in 1934 by establishing the AAA Summer Coaching School at Loughborough. This is held annually for two weeks in August for the purpose of training AAA honorary and AAA senior honorary coaches. The next major step was the appointment in 1947 of Geoffrey H. G. Dyson as chief national coach of England. Since then,

John Le Masurier, D. Lionel Pugh, Dennis C. V. Watts, and James W. L. Alford have also been employed as full-time paid national coaches, under the direction of Dyson.

Each of the national coaches is assigned a specific AAA area (North, South, Midlands, and Wales) for the major portion of his work, and the work of each is coordinated by Dyson. The national coaches travel almost constantly, and their work includes teaching others to become better coaches, lecturing, demonstrating, bringing the latest and best technical information from other nations to every part of England, operating weekend and vacation coaching schools for athletes and coaches, writing instructional booklets, examining honorary coaches, teaching at the Summer Coaching School, and actually coaching about 60 percent of the English International athletes. They are also available to give assistance and advice to any coach seeking it. This is a most exhausting job, and a high degree of enthusiasm and dedication is demanded. Each national coach has an excellent academic background in physical education and a long and successful record in teaching and actual competition. No armchair coaches, they are fully qualified senior coaches in each event and actually perform and demonstrate each event on the track and field program.

Each AAA area has a coaching committee. All four areas are further subdivided into county associations, each with a coaching subcommittee. These subcommittees organize on a local basis in the counties what the national coaches organize on an area basis; each endeavors to set up regular weekend and vacation coaching schools, so that the latest and best information on technique is disseminated to each and every athlete and coach.

With the exception of the five paid

This article is a reprint of a publication of the Fitness and Recreation Consultant Services, Department of National Health and Welfare, Ottawa.

coaches, all of England's approximately 2000 AAA honorary coaches and 125 senior honorary coaches work merely for the love of the sport and at the cost of much personal expense and leisure time. It is not necessary to qualify as an AAA honorary coach in order to coach in a British club. Taking the examination to achieve this award is strictly voluntary. However, British club and school coaches recognize the obvious fact that qualification as an AAA honorary coach represents evidence of proficiency and competence, and every effort is made to so qualify.

A school teacher or club athlete over 21 years of age, with an interest in coaching, may become an AAA honorary coach by meeting the following requirements:

1. Attending the AAA Summer Coaching School and/or a sufficient number of other coaching courses.
2. Pass a 40-minute practical test given by a national coach or AAA senior honorary coach.
3. Pass an oral test given by a national coach.
4. Produce evidence that he has been engaged in coaching.
5. Sign an agreement to coach anyone in his vicinity upon request without regard to school or club, in his spare time, and without pay.

The examinations are divided into five groups: sprints, middle distances, hurdles, jumps, and throws. There are also five special events: marathon, steeplechase, hammer throw, pole vault, and relays. The examinations are given for only one group or one special event at one time, and qualification is awarded only for the group or special event for which the tests are successfully completed. Half of those taking this examination fail the first time tested. Successful completion indicates qualification to coach athletes up to the club standard.

Applicants for the AAA senior honorary coach award are given a far more difficult set of examinations, and successful completion thereof indicates qualification to coach athletes of international standard. This examination is given to qualified AAA honorary coaches with considerable experience who are over 25 years of age, and to ex-international athletes in a specific event,

by the chief national coach. It includes a two to three hour written test on topics including physiology, mechanics, technique, acquisition of skills, fault detection and correction, weight training, fitness, training principles and exercises, tactics, rules, history, and development of the sport. After successful completion of the written test, the applicant is eligible to progress to the practical examination with international class athletes and loop films of champions for demonstration. Approximately one-third of the applicants pass the written test, and a third of those pass the practical coaching test which follows. The test is a most searching one, and very, very few phonies get through.

The AAA Summer Coaching School involves two courses for elementary coaches, run concurrently and repeated both weeks. One course includes running, jumping and hurdling, the other covers throwing and pole vaulting, so a coach remaining both weeks may cover all events. Another course is for advanced coaches; it is divided into three parts for the full two weeks, so that a coach may study running and hurdling, jumping and pole vaulting, or throwing.

All students and instructors at this school appear for classes dressed in track suit, warmup clothing, and flat-soled warmup shoes. The instruction includes lectures, study of loop films of champions in action, demonstrations of technique by Britain's finest athletes, mutual coaching among the students, and actual competition. Each student actually performs the events studied in order to develop tactual familiarity and kinesthetic perception and memory for the skills involved. The basic principles (rather than superfluous details) of technique for each event are carefully analyzed in the light of the latest mechanical, scientific, and empirical information available to the sport; they are translated in terms of style applied to the athlete on the basis of individual difference.

Perhaps one of the most valuable features of this school are the impromptu technical discussions and conversations which extend to the late hours of the night in the college cafeteria, dormitories, and local pubs among the student coaches, instructors, and national coaches. The coaches from Europe, Asia, and Africa who attend as students add a

most significant international flavor to technical knowledge and opinion.

I thoroughly enjoyed every moment of the AAA Summer Coaching School. I was amazed at the great enthusiasm of the student coaches, their anxiety to squeeze the most out of each hour and minute of the course, their undivided attention at lectures and demonstrations, their ability to perform the events they expected to coach,

their thirst for knowledge, and their splendid spirit of mutual co-operation. The apparently inexhaustible vitality and enthusiasm of the British national coaches, their immense knowledge, their intimate familiarity with latest technical developments, and their well organized, highly articulate, imaginative, and energetic presentation of lectures and demonstrations were nothing short of inspirational. ◀

TRAINING PHYSICAL

EDUCATION SPECIALISTS IN THE U.S.S.R.

from an article by E. GORMADSKY

CHAIRMAN PHYSICAL EDUCATION DEPARTMENT,
SPORTS COMMITTEE OF THE U.S.S.R.

(from *The Bulletin*, Greater Montreal Branch, CAHPER)

In the Soviet Union, Physical Education Specialists may be trained in one of the 16 large colleges devoted only to Physical Education or they may receive their training in the Physical Education Department of one of the 50 teacher training colleges. In each case the course is for 4 years. An equivalent to a Matriculation certificate is necessary to enter the college, as well as a high standard of physical fitness. At the present time there are 37,000 physical education students enrolled in the U.S.S.R. The majority of graduates will get jobs in High Schools, others will work in youth sports clubs, junior sports schools and other organizations.

The curriculum includes medical and biological classes (anatomy, physiology, hygiene) the theory of physical training, the history and organization of physical culture and sports, chemistry, physics and foreign languages are also taught.

As well as completing written exams at the end of the 4-year course, students are required to get a first class rating in a physical activity of their choice. The following are the first class ratings for men.

100 meter sprint	10.8 secs.
1,500 meter run	3 mins. 54 secs.
High jump	190 cm.
Broad jump	7 meters
Shot put	15 meters
100 meter free style swim ..	1 min. 1.5 secs.

Refresher courses are given in many colleges, covering sports, coaching, refereeing, specialists for factories and collective farms.

College professors must take a post-graduate 2-year course. There are 3 large Physical Education Research Institutes in the U.S.S.R. ◀

THE FEDERAL GOVERNMENT

and Leadership Training for Recreation

By ROBERT F. OSBORNE

Director, School of Physical Education and Recreation

THE UNIVERSITY OF BRITISH COLUMBIA

THERE is an old proverb which states that "desert and reward seldom keep company." We are often so wrapped up in the present and our desires for improvement that we fail to acknowledge efforts of the past.

During the discussions at the Recreation Sessions conducted by the Canadian Association for Health, Physical Education, and Recreation at its biennial convention in Hamilton, it was apparent that many persons present had not heard of, or had forgotten, past contributions of the Federal Government in the field of leadership training for recreation. Because of the lack of accurate information revealed in some statements made in open sessions, the writer feels that a brief review of the Federal Government's record might be timely and appropriate. As one who has from time to time suggested that the Government should revitalize its approach and assume a more positive and dramatic role in areas of recreation not provided for under the terms of reference of the Canada Council, he might be accused of changing colours. Fair play, however, demands that proper recognition and appreciation be accorded honest efforts of the past even though we may wish better things for the future.

In the period 1937-44 the Government provided a vocational training program for unemployed males and females aged 16-30 years. Conceived originally as a depression measure to develop employment skills, the program was expanded to include recreational activities because experience revealed that many of these re-trained persons were having difficulty in sticking to their jobs. Lack of stamina and a deficiency of constructive leisure-time interests were found to be significant factors. Consequently elective courses were provided in provinces which expressed a cooperative interest to condition the trainees physically and to develop various recreational skills. Not all of the province adopted this plan, which incident-

ally was not stereotyped or uniform, but at least the Federal Government recognized the problem and offered assistance. Pro-Rec in British Columbia and Youth Training in Alberta were outstanding examples of this program which involved joint financing by the Provincial and Federal Governments through the Departments of Education and Labour respectively.

With the passing of the National Physical Fitness Act in 1943 the aspect of the Dominion Provincial Youth Training related to Physical Training and Recreation was transferred to the Physical Fitness administration. The principle of matching funds was retained but no funds were earmarked for leadership training. Since the actual programs were initiated and conducted solely under auspices of the various provinces and since some provinces did not choose to participate in the federal plan, it would be very difficult to ascertain accurately how much federal money was actually devoted to leadership training and to related services. There is little doubt, however, that directly or indirectly the expenditures on recreation training represented the major item in most provincial recreation budgets, even though the actual cash grants received by the provinces under the terms of the Fitness Act were not large enough to exert the desired influence on policy. The financial provisions of the Act, \$250,000 per annum, were inadequate to stimulate and develop a program which would be effective on the national scene. In spite of this, the agency established by the Act, the National Council on Physical Fitness, was able to do a great deal to stimulate post graduate studies in physical education through its scholarship program which unfortunately had to be discontinued before it could be used to encourage graduate programs in physical education or recreation at Canadian Universities. It should be noted that many recipients of these scholarships returned to Canadian Universities and have been in-

influential in the expansion of physical education in various parts of Canada. The fact that the National Fitness Act was repealed by the Federal Government in 1954 without any alternative action is an indictment not only of the Federal Government but also of the Provincial Governments and various organizations concerned with aspects of fitness and physical recreation, for these organizations did not protest until it was too late. Consequently the Act was rescinded without a dissenting voice in the House of Commons.

Another development worthy of note is the Veterans Training Course for Recreation Leaders held in Halifax in 1946-47 at The Nova Scotia Technical College. This training, under provisions made for veterans of World War II was at the "vocational" level in that it did not demand matriculation or university entrance for entry. The official release to Canadian Press read in part: "In connection with the Rehabilitation and Vocational Training of men and women of the armed services after discharge, the Department of Veterans' Affairs and the Department of Labour announce the inauguration, in cooperation with the Provincial Departments of Health and Education of short-term training courses in Recreation Leadership for ex-service personnel on the vocational level in Nova Scotia . . .

"In the higher brackets University Courses in Physical Education are available but there is great need for leaders whose necessary training would be adequately met by such short courses as are being set up in Nova Scotia; these courses will commence in July of this year (1946), under the direction of Dr. Doris W. Plewes."

Subsequently a thorough curriculum was adhered to under the following administration:

Director of the Course, DR. FRED SEXTON, President, Nova Scotia Technical College, and Nova Scotia Director Canadian Vocational Training Plan.

Chief Instructor, C. A. WEIR.

Technical Advisors, DR. DORIS W. PLEWES, Assistant National Director of Physical Fitness; HUGH A. NOBLE, Provincial Supervisor of Physical Education, Nova Scotia.

Graduates of this program have made a real contribution to the recreation scene but

since it was essentially a pilot project which was discontinued for lack of funds, the effect has been limited.

The next step was one which really was a well-conceived and dramatic pioneer effort. On April 22, 1952 the Department of National Health and Welfare issued a press release in Ottawa which contained the following statement:

"The National Council on Physical Fitness has just allotted \$5,000 to help finance a diploma course in public recreation at The University of British Columbia, Vancouver, the Council's acting chairman, J. H. Ross of Calgary, announced here today.

"The course is being organized at the Council's request because of the need for trained recreation leaders in the smaller towns and rural communities of Canada, Mr. Ross stated. It will require a year's study—one academic year at the University—and eight weeks of supervised field work. The course will begin next fall, provided at least 20 students are enrolled. The maximum number which can be accommodated is 30.

"The Council's grant to the University is designed to provide assistance in organizing and conducting the course. In addition to the grant the Council is providing funds for the tuition fees of the students enrolled and transportation costs for students from outside British Columbia."

Applicants were screened by the provincial directors of physical fitness or recreation and then recommended to the Council for final selection. Preference was given to candidates holding a valid teaching certificate who had completed Senior Matriculation or higher academic standing.

The decision of the Council on Physical Fitness to sponsor the diploma course at The University of British Columbia was reached after at least a year of study and planning during which letters were sent to all universities in Canada asking them to indicate their interest in sponsoring such a course. Four universities expressed an interest but later one of these withdrew. Subsequently, The University of British Columbia was invited to put on the course. The University immediately established a special committee to approve plans for the

(Continued on page 33)

FOOD SUPPLEMENTS

By E. W. McHENRY

Professor of Nutrition, School of Hygiene

UNIVERSITY OF TORONTO



EACH PERSON has requirements for calories, protein, mineral elements, and vitamins. In Canada, all of these requirements can be met (with one exception, vitamin D) by using foods which are commonly available. Moreover, such selection will ensure appetizing meals and could save considerable money for many families. The foods which should be used by everyone every day are: milk ($\frac{1}{2}$ pint at least for adults; 1 pint by children; $1\frac{1}{2}$ pints by teenagers); citrus fruit (1 serving meaning 1 medium-sized orange, or $\frac{1}{2}$ grapefruit, or 4 ounces orange or grapefruit juice); other fruit (1 serving); potatoes (1 serving, preferably baked); other vegetables (2 different ones, preferably yellow or green, 1 serving each); cereal (1 serving of a kind that has the nutritive value of oatmeal or wheat flakes); bread (2-4 slices with butter or margarine); meat, fish or fowl (1 serving). When this list of foods is presented, many people, particularly stout women, say: "How can I eat that quantity without getting fat?" The answer is simple: that list, in the quantities recommended, provides about 1700 calories a day and is a most helpful method to stay slim. That list can be used to plan a sensible reducing diet. It should be emphasized that the list will furnish ample protein and all of the nutrients needed by humans with the exception of Vitamin D. This vitamin is not needed by adults, except expectant mothers but is a necessity for infants, children and adolescents. A suitable intake of Vitamin D is 400 units a day, obtainable from a fish liver oil or from a pharmaceutical product.

Advertisements in papers, magazines, on radio and on television, urge us to use supplements. Claims are made frequently that vitamin deficiencies are wide-spread. There is no evidence to support this in

Canada. It is true that scurvy in babies occurs more frequently than it should, that rickets is still a problem but both need not occur and would not if parents followed advice. The most prevalent and most harmful nutrition problem in Canada is not a vitamin deficiency but the eating of too much food by people who have insufficient exercise.

People are urged to use vitamin preparations and pills containing mineral elements to obtain better health or to cure or prevent certain diseases. Most of the claims are rubbish. Vitamin D will increase the absorption of calcium and will prevent or cure rickets; it will not prevent the common cold, nor will it cure arthritis. Excess intakes of vitamins, or of any other nutrient, will not improve health and in the case of vitamins A and D, a marked excess can be harmful. Excess amounts of water-soluble vitamins (B vitamins and vitamin C) are excreted in the urine, thus enriching sewage but not doing the consumer of the vitamins any good.

It is easy to obtain reliable information. Any publications of the Division of Nutrition of the Department of National Health and Welfare are reliable. Ask the school nurse or any public health nurse and she will answer questions or obtain an useful publication. Do not believe advertising for food supplements but do question statements in the advertising.

If advice about food is needed, the best statement is, eat a variety of foods in moderation. More detailed information is available in Canada's Food Rules, or as it has been re-named Canada's Food Guide. That set of advice is the best for use in Canada. If we could get food habits established in children, there would presently be

As this issue is going to press, the editors have been informed of the death of Dr. E. W. McHenry. The CAHPER Journal is proud to have published this, one of his last articles.

no problem in adults. Health education in schools can serve a most useful purpose. In giving advice about food selection, motivation is important. Telling children to use a food because it is good for them may do more harm than good. In young children (or for anyone) emphasis should be on taste appeal. Normal people do not want a balanced diet; they do want pleasant, appetizing meals.

Claims are frequently made that certain foods and that some food supplements are beneficial to young athletes. These claims cannot be substantiated by any scientific evidence. Foods which are recommended for health are equally good for athletes and, for them, no special foods or food supplements are needed nor advisable. The taking of a food supplement will not turn an ordinary lad into an athlete. ◀

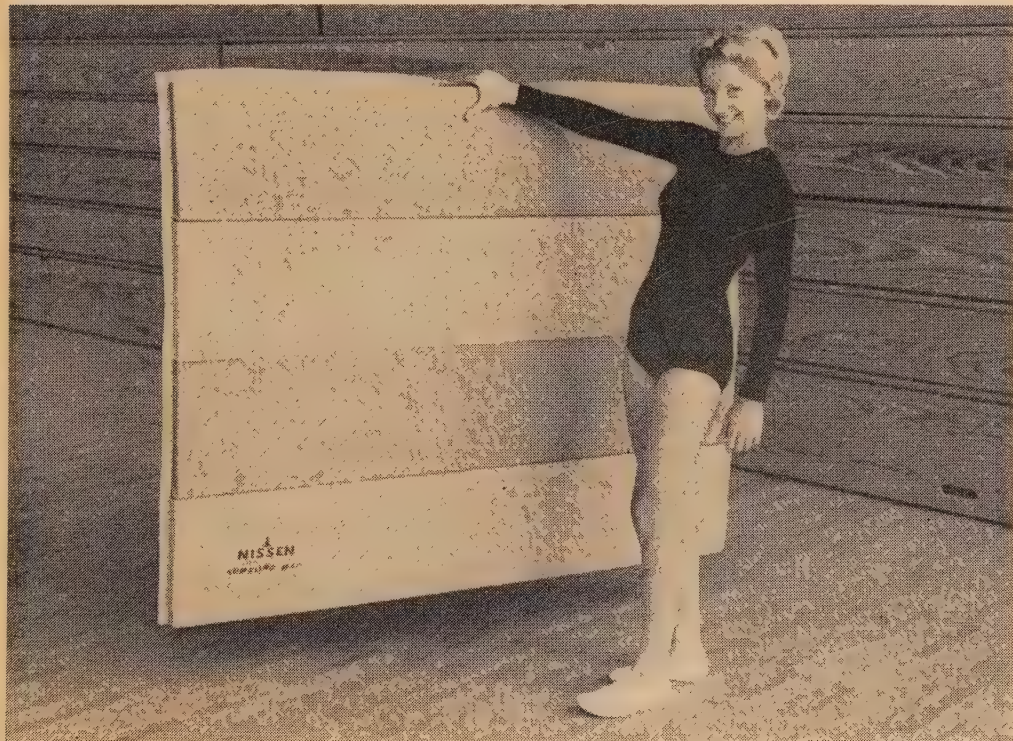
NEW EXPANDABLE GYM MATS

A new all-purpose gym mat that may be expanded to any length desired is available now from Nissen Medart Corporation.

Special "Valcro" touch fasteners on the mat edges provide strong bond when basic 4 foot sections are attached. Gym instructors can easily and quickly adapt these all-purpose mats to any activity. The unique panel construction allows the mats to be folded and stacked for storage. The 1½" super shock absorbing polyethylene foam

filler is covered with a tough, washable vinyl covering that comes in attractive blue and tan (two-tone). The rubberized fabric on the under side prevents slipping.

These new mats are extremely lightweight (less than a pound per sq. ft.) and easy to handle even for youngsters. Four, five and six foot lengths are available. Interested? Write Nissen Medart Corporation, Cedar Rapids, Iowa, for complete details. ◀



Health in the Elementary School

By MARGARET E. NIX, Ph.D.

GIVEN AT THE BIENNIAL CONVENTION OF THE CANADIAN ASSOCIATION
FOR HEALTH, PHYSICAL EDUCATION AND RECREATION AT MCMASTER
UNIVERSITY, JUNE 22ND, 1961.

IF one of the objectives of education is to help each child develop his whole potential, it would seem that 'health' is synonymous with 'education'. Such a startling assertion can be substantiated by taking a close look at the derivation of the word 'health'. It comes from an Old English word 'haelth' from which we get our word "hale" which in turn means "whole". It follows then, that health in schools is concerned with the whole of a child's experience and not merely with his physical well-being. The World Health Organization recognizes this concept when it defines health as "a complete state of physical, social, and emotional well-being and not merely the absence of disease".

Every school system has for generations included health education in its curriculum. Initially, it was intended to help children resist alcohol and tobacco; later to control communicable disease among school children; and later still, it was presented as 'hygiene' with a formal introduction to anatomy and physiology in the higher elementary grades and in the high school.

I think it can safely be said that for the most part, health has been the orphan of the curriculum—at least it was up until the outbreak of World War II. It was something of a shock for Canadians to discover that in this land of plenty and high ideals, almost half of the men and women in the Selective Service rated less than category A. Those in authority judged—and judged rightly—that something must be wrong. It is true that our poor health cannot be blamed entirely on the school but, since the school had taken some responsibility for the health of its pupils, it seemed to be advisable to take a searching look at the program devised to improve the total performance of all school children.

As part of this research, the writer did a study of teachers' concepts of health education in grades four, five, and six in a selected

sampling of teachers in two urban areas in Canada, Toronto and Montreal. The findings showed fairly conclusively that health was considered important but ranked very low in terms of time and effort in the classroom. The teaching was rather desultory with "health rules", anatomy and physiology, and first aid receiving the greatest emphasis. It was a textbook subject for most respondents and several equated it with physical education. The school health service was in a separate compartment with little co-ordination between nurse and teacher. In short, "health" was a disparate program, not too clearly understood by the teachers, nor by several administrators.

In 1954, an experimental health program was begun by the writer at the request of the Protestant School Board of Greater Montreal. Two schools were selected where teachers, nurses, doctors, dentists, physical education specialists, supervisors, parents—and adequate clerical staff came together to plan a programme that would be adapted to the needs of these particular schools. At the outset, a teacher observation card was introduced to the staff. This card has a list of most observable signs of ill health in children—or deviations from what is considered normal. Teachers were to observe their children closely day by day and make notations on this card so that it would act as a basis for discussion at nurse-teacher conferences to be held two or three times a year. Certain medical findings of interest to the teacher would be included on this card. This record of course, was in addition to the medical record which had always been used for physical examinations. These physical examinations were given to all children on entering school, at the fourth grade and again at the end of their elementary school experience (seventh grade in Montreal). Any referrals to the health service from teachers were given appointments at anytime. This meant that the

teacher became the key person in the school health service because her observation of the children made it possible for those who needed it, to have immediate and careful attention. This combination of routine and referral medicals improved the quality of the physical examination, the follow-up of the school nurse and the interest that teachers took in their pupils. Medical doctors found it more interesting and more challenging and parents had a greater sense of security when the doctor had sufficient time to do a good appraisal and to counsel the parent. In the last analysis, teachers were more satisfied because something was done about the problems they noticed.

With the health service gradually becoming more co-ordinated and all concerned working co-operatively, the next problem was to try to improve the quality of health teaching. At the outset, no textbook was authorized. Instead, teachers were encouraged to plan their teaching around the problems and interests of the children in their classrooms. At first, many teachers felt very insecure. They were accustomed to teaching health as a subject and relied heavily on the textbook for material. The emphasis had been on memorization of facts and the evaluation of the teaching had been on the traditional written examination. To have complete responsibility for the course of study seemed to present a major problem. It was here that the health observation record became a useful tool. By becoming more interested in her pupils, any teacher could realize what areas of life, or what behaviour needed improvement or changing. Once the teacher realized that health knowledge was important only as it changed behaviour, there evolved a purpose to all her health teaching. Making a plan for the course of study was relatively easy once it became clear what the purpose of the plan should be. Every teacher had complete freedom as to what she should attempt and consultant assistance was readily available should she be having difficulty.

At the end of the first year of the experiment, an evaluation was done and it was the general consensus that flexibility and freedom produced a better informed, more alert student. Each teacher filed her plans in the principal's office and these plans formed the method of articulation from

grade to grade. It was then that health "texts" were authorized but they were to be used for reference and not to be slavishly followed—and examined. The criterion for success became improved behaviour—children were putting into practice what they had learned.

Gradually, the number of schools participating in this experimental program increased until after seven years, twenty-two schools had requested the service. As of May 17th of this year, the Curriculum Council of the Board had adopted the program for all of its schools.

As far as this philosophy of teaching health is concerned, Marie Rasey* has described it in her book, *This is Teaching*.

" . . . teaching is concerned with *want* to. To help those who *want* to is a relatively simple matter . . . , but teaching also deals with focusing desires now diffused, and stabilizing focused purpose until it ignites that upon which it falls, as does light through a burning glass. This, too, is teacher business, but in this, the teacher is not the giver as we imagine. He is scene-shifter and stage manager—manipulating circumstances about the learner, turning full spotlight on some items, shrouding others in intriguing shadows . . . Teachers do not educate. They are bystanders. It is experience that educates. We facilitate the learner's experiencing so that he becomes more skilled in living and learning."

It is not the purpose here to give a detailed description of the method used in planning health units. Suffice to say that all experiences have their effect—for good or bad—upon the child. Knowledge alone cannot offset the lack of experience or neutralize those that have an injurious effect.

It can readily be seen how important physical education is in supplementing the total school health program. No one can have greater influence on a child than can a physical education teacher, but he cannot work in a vacuum. It is the co-ordination of his work with that of the classroom teacher, the health service staff, the prin-

*Marie Rasey, *This is Teaching*, New York, Harper & Co., 1950, p. 5.

cial, the guidance counsellor, that will bring solid and satisfactory results.

Our children are born into and will continue to live and take responsibilities in a disjointed world. It is logical, even imperative that we help them internalize the abiding values that we have as part of our cultural heritage and at the same time to teach them how to solve the problems that they are confronted with in our changing world. No one is in a more strategic position to do this than the elementary classroom teacher. We look for inspired people, mature and well prepared to carry on the task of making a generation strong and self-reliant, to carry on the exciting task of righting a troubled world. No other area of school life is more important than the health of the children—and since health means whole—it is easily understood why health and education are synonymous. ◀

“Sources of Information and Assistance on Recreation in Manitoba”

A booklet with the above title has been compiled and published by the Department of University Extension and Adult Education at the University of Manitoba.

This is a valuable publication which provides direction for those seeking assistance and information in planning, or conducting, recreational activities. It lists current periodicals, organizations concerned with recreation and physical education, etc.

The supply of this booklet is limited, but persons interested in obtaining or borrowing a copy should contact the Department of University Extension, or a member of the CAHPER executive.

What Is It That Makes Some Boys

CANDIDATES FOR INJURIES IN SPORTS?

*This article appeared in
Today's Child,
Vol. 8, No. 6, June 1960*

ANN ARBOR—Certain boys who try for their letter for athletics ought to win a B for Bandage, so frequently have their sports activities involved injury. Among the boys who try out for every athletic team are youngsters who are accident prone, psychiatrist Robert A. Moore told doctors and school officials attending the University of Michigan's Athletic Injury Conference.

In sports action, these boys may exhibit any one of four major danger signals which may indicate, to the alert adult, that they are more likely to get hurt than their teammates, says Dr. Moore. He feels the situation is loaded when:

A boy's athletic ability is grossly out of proportion with his willingness to be aggressive. “The boy who wants to play

badly but hasn't much ability, and the boy with loads of ability who doesn't want to play very badly are both candidates for accidents.”

A boy's aggressiveness, or ability, is out of line with that of his father: “An aggressive father who pushes his not-to-capable son into sports creates a hazard, but it's just as dangerous when a boy's ability is much greater than his father's, putting him in the potentially frightening situation of defeating his father”.

A boy is overly timid: This lad may halt before being tackled “and is likely to suffer greater injury on contact”.

An athlete is overly-aggressive and lacks sufficient control of himself: The too-aggressive player “may rush blindly into the fray so that he and his opponent are stretched out on the turf”.

These accident-prone boys are not psychiatric patients, Dr. Moore emphasizes. “They are just average fellows who try out for every athletic team”. ◀

RESEARCH REPORT

The following are three of the research papers presented at the June, 1961 CAHPER Convention, other papers will be published in future Journal issues. (We present herein only abstracts and brief summaries)

The Comparison of Different Types of Physical Fitness Programs of University Men

By KIRK WIPPER

Five groups of students followed five different types of physical activity program: The 5BX Program, the Circuit Training Program, Wrestling Program, Swimming Program and the Weight Training Program. The following were administered at the beginning of the school year before programs were started and at the end of the year in March the end of the program.

The following tests were used. The static dynamometer strength test, endurance drop off run—75 yards and 80 yards, vertical jump, standing broad jump, chinning and dipping as well as the Schneider index. The results from the analysis of the data obtained show that the 5BX, Circuit Training and Weight Training Programs do influence the physical fitness of participants, but do not hold the interest of the students over a long period of time. Those engaging in the wrestling and swimming program displayed a higher level of physical fitness over a much longer period of time.

STUDIES ON THE MECHANISM OF EXERCISE PROTEINURIA

H. ARMSTRONG, B.P.H.E., J. H. EBBS, M.D., and R. J. SLATER, M.D.

Since proteinuria occurs not only in renal disease but also in certain healthy individuals associated with the lordotic posture, as well as with exercise, studies have been initiated to define more clearly the nature of these changes. In order to study non-body contact exercise, the urines of 69 members of the University of Toronto Swimming Team were examined before and after 1 hour of strenuous effort. Of the 45

swimmers whose urine contained no protein prior to exercise, 96% excreted protein to a variable extent following exercise. Repetitive studies of one swimmer indicated that as the rate of exercise was increased over a constant distance a corresponding increase in the rate of protein excretion occurred, the highest excretion rate being 5 mg. per minute.

In contrast repetitive studies of the same individual undergoing moderate exercise at a constant rate of swimming revealed that with distances up to 500 yards a gradual increase in the quantity of protein excreted occurred but between 500 and 1,000 yards at the same rate of speed no increase in excretion rate occurred. It was concluded that in contrast to the direct relationship between increasing effort and the increase in protein excretion, that within certain limits moderate effort over variable period of time was followed by a constant protein excretion which appeared independent of the time of effort.

The mechanism of exercise proteinuria appeared to differ from that occurring during lordosis. It has previously been demonstrated that proteinuria of lordosis appears during the active period of prostrating, being transferred out of the blood into the urine only during this time and ceasing immediately thereafter. In contrast proteinuria of exercise apparently does not occur during the period of exercise or for a variable period of time following the cessation of exercise.

Studies of the sediment in post-exercise urines indicated that variable numbers of cellular casts and mononuclear cells were encountered, a finding similar to that noted in lordotic proteinuria and being indistinguishable from certain patients with mild latent nephritis.

Although these characteristics clearly differentiate the different types of proteinuria, the fundamental mechanisms responsible for these differences will need to be clarified.

FAT DISTRIBUTION, STEP TEST RESULTS OF CHAMPION MALE ATHLETES

**WILLIAM A. R. ORBAN
NORM SKLOV**

UNIVERSITY OF SASKATCHEWAN

One hundred and sixty-eight male athletes were tested at the British Empire Commonwealth Games in Wales in 1958. The athletes tested were representatives of the various countries at the games and included the following activities: marathon, track, cycling, wrestling, weight lifting, boxing, swimming and field. Subcutaneous fat measurements were obtained on these athletes in the following locations: triceps, abdomen, subscapular, front thigh.

In addition a one-minute step test, 30 steps per second, was conducted with heart rate recoveries being taken at 15 second intervals for two minutes. An analysis of variance was made on these different groups of athletes, both of the subcutaneous fat measurements and of the step test results.

Results indicate that the marathon runners, cyclists, and track showed the least amount of subcutaneous fat at the various locations as well as the total fat and are significantly lower than the corresponding subcutaneous measurements for the other athletes. Both these groups, however, are very much lower than the normal population of undergraduate university students. There does not seem to be any relationship between the type of activity which one performs, and the deposition of fat at the various locations.

Furthermore when the results of the recovery heart rate of the step test are analyzed the athletes who had the least total fat also demonstrated the rate of recovery. This indicates the relationship between total fat and the organic capacity to adjust to exercise.

The results indicate that although the type of activity a person engages in is not related to the pattern of fat deposition, the type of activity is significantly related to the total fat of an individual. A person therefore who engages in an activity requiring high levels of organic endurance such as distant running or cycling has less fat than those requiring less endurance. ◀

1962

**Canadian Conference on Education
Conférence canadienne sur l'Éducation**

**CONFERENCE SITE
QUEEN ELIZABETH HOTEL
DATES—MARCH 4TH TO 8TH 1962**

Publications **SERIES TO APPEAR**

Nine booklets dealing with vital areas of concern to Canadian citizens will be published, in English and French, during the next few weeks. Designed primarily as documentation for delegates to the Canadian Conference on Education next March, they are the product of an unique team effort which enlisted contributions from many distinguished educators.

Each Conference delegate will receive the nine *Studies* on making advance registration this Fall. Since the booklets are expected to draw wide public attention, provision is being made to meet a limited number of requests for copies.

The titles of the nine booklets are given below. These could well make good topics for Branch meetings.

THE AIMS OF EDUCATION

THE PROFESSIONAL STATUS OF TEACHERS

THE DEVELOPMENT OF STUDENT POTENTIAL

NEW DEVELOPMENTS IN SOCIETY

FINANCING EDUCATION

CONTINUING EDUCATION

RESEARCH IN EDUCATION

THE CITIZEN IN EDUCATION

EDUCATION AND EMPLOYMENT

Price 50 cents per copy.

Significant Figures

The birthrate for the June quarter of last year was the highest since the June quarter of 1948. This fact alone will not cause a spectacular bulge.

From *The Times Educational Supplement*, July 28, 1961. Well, perhaps not *spectacular*, but at least noticeable.

INDUSTRIAL RECREATION

MURRAY DICK

Recreation Director, Dominion Foundries and Steel Limited

OUTLINE OF PAPER PRESENTED TO THE BIENNIAL CONVENTION OF THE
CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

Recreation amongst factory employees is one of the most important things that could happen in the social life of the wage earner. It has definitely proved to be a moral builder as well as a divertisement. We all know there is certainly a lack of recreational centres in our city and this lack is deeply felt by young men who come to us out of high school where they have participated in physical development programs for at least a five year stretch. The high school youth ready to enter a factory feels he must give up all his athletic endeavour because he does not know of the Recreation Club programs usually carried on in industry today. A widely diversified recreation program developed by an industrial concern is, today, a big advertisement as a means of attracting young men as possible employees. Just as important to an industrial concern as producing a first class product is keeping the employee content and interested, not only in his or her task but in the occupation of the hours after work. This is where a factory gains considerable ground in the development of a contented employee by the formation of a recreation club which has wide fields of activity.

INDUSTRY - COMMUNITY RELATIONS

In many cases, but more often noticeable in the U.S.A., Industries when locating in virgin territory build the community around the plant site. Here the "captive" workers look to Industry for leaders in the development of parks and playgrounds for the new community.

The Community Recreation Programmes provide activity in physical and cultural development for the youngster and teenager. There the program ceases and the focal point then is turned to the older citizen. Programs for the young people complement the program provided in

public and high schools. Often the financing needed to successfully run the program is too great for the budget provided for the community programs branch. Additional funds must be solicited through individual sponsors and from grants. Industries having a recreation program feel the obvious gap in the complete program. Cultural and physical activities are provided in a well rounded Industrial program for men and women ranging in age from 18-65.

YOUTH PROGRAMMING

Citing a personal incident, we at Dofasco developed a program for children of the employees but only when the need for this program was felt. Ten years ago we did not have the artificial ice rinks now provided by the Hamilton Parks Recreation committee. Rental time was purchased at the local Forum for ice hockey and ball diamonds were leased and built for the ball players. We in this industrial program do not wish to duplicate any services already provided for the children. It is a recognized fact to all recreation leaders not only in Hamilton but throughout Ontario that we do not have adequate facilities for all the programs possible.

INDUSTRIAL - CITY RECREATION CO-OPERATION

The office of the Recreation Director at Dofasco works very closely with the Hamilton Parks Board and the City Recreation Department. Through the Hamilton Recreation Director we are able to make arrangements to use a high school gymnasium for Badminton and Basketball. The rental fee is very nominal and we look forward to a continued relationship as such since we feel that we could not build and maintain our own building for this rental charge. Of

course it is to be understood that only a few hours each week are used for our program. In addition to the above we are arranging for a local public school auditorium for use by our Table Tennis Club. Through the Hamilton Recreation Department arrangements are made to use four artificial ice rinks for short periods throughout the winter season. From the Parks Board and again the City Recreation Department arrangements are made to use one Baseball field and two Softball diamonds for other programs.

RIGHTS OF TAXPAYERS

Industries, like Mr. John Smith, are taxpayers and may avail themselves of the parks and services provided for the Recreation Department in the community. We would recommend that Industry work closely with the local civic boards and take advantage of the services provided. We are sure that the local groups would be only too happy to try to comply with every request made of them. Any program is only as popular as it is made by members taking part. If we did not avail ourselves of Industrial programs and the services offered by community recreation leaders, this entire recreation picture would be very sad indeed.

DUAL ADMINISTRATION OF PROGRAM

When we look at the broad aspect of Recreation being administered by both Industry and Community we realize that both phases are necessary to make the picture complete. Industrial programs are administered by employees and in no way can outside pressure be brought to bear on the program. The program itself is operated at the request of employees and at great expense sometimes to the company. The possible infringement of the industrial program on a community sponsored effort takes place only when such a program is run, as well, for the children of employees. There are advantages in the administration of a children's program in industry where the fathers assist in the administration. These employees can be contacted every day throughout the week in person, through bulletin board services or telephone calls.

This type of administration has an advantage over the community program where leaders come from all parts of the city and possibly meet only when the activity is scheduled.

DUAL PROGRAM BY INDUSTRY

One of the leaders in the field of Industrial and Community Recreation is the Kodak Company in Rochester, New York. Here the Kodak firm provides a Softball program for as many as 2,500 children in the Rochester area, with children being eligible to play whether the father works at Kodak or not. An analyst might look at this type of program with scepticism figuring that a program of this sort is good advertisement. The product which Kodak makes is made available to everyone in the community. On the other hand many companies having a good industrial recreation program do not have a product for the average consumer.

OPERATION OF O.R.A. AND N.I.R.A.

During the last 15 years the Ontario Recreation Association has made it possible for Community Recreation Directors to join hands throughout the provinces. Associations such as these are good for mutual exchange of ideas and leadership development. Leaders in the Industrial field have had to look for assistance from the N.I.R.A. This association has been costly for some companies but has been the only service to answer questions raised in Industrial Recreation programs. A company such as I represent has gained a great deal from our association with N.I.R.A. and feel now that with the organizational ability provided for O.R.A. an Industrial section can be formed at a reasonable cost here in Ontario. To the best of my knowledge there are some 35,000 firms ranging from very small to very large here in Ontario and no doubt one half of these have some phase of employee activity.

Industrial Recreation today is an accepted phase of the workers' life. It is often referred to as a fringe benefit, but in any case we think it is here to stay. With the co-operation between Community and Industrial Recreation leaders, the future here in Ontario looks bright.

CIVIL DEFENCE

A Physical Education Responsibility

By JOSEPH KURTZMAN

Educators realize, that as the complexities of civilization increase, the curriculum must be critically evaluated in order to maintain its contribution to society and to the individual. Stress should be given to the developing of critical thinking in solving future problems. As the early Athenians developed their life into a harmonious whole, so modern educators must develop the individual to be prepared to face the shifting patterns of life's activities.

Herbert Spencer, one of England's great scholars of the mid-sixteenth century, included among his aims of education those ideas which directly minister to self preservation. Today, as a vital part of the development of the whole student, an understanding of good practice in community health and safety is taught. First aid, life saving and safety habits are all part of the curriculum. Thus the question arises—why not include survival skills and an understanding of civil defence? These should be a part of today's curriculum if the vital needs of the students are to be served.

It is felt that Physical Education programs in Universities, Colleges, Technological Institutes and Senior High Schools should include a course on Civil Defence and survival skills. Students must be aware of the basic concepts of survival and they must be informed about the Civil Defence Organization.

The recent "Exercise Tocsin" in Canada as well as "Operation Alert" in the United States pointed that more attention must be given to the preparation for nuclear attack. The fact that more people could be in danger from fallout in a nuclear attack than from blast or heat indicates this necessity. (5) Mr. Byrns Curry, Director of the Emergency Measures Organization, stated that in the event of a nuclear attack—Canada will receive much fallout from bombs dropped on United States primary targets. He indicated that the knowledge of survival skills would be of great importance to all Canadians. Without such survival, all other defense plans will be considerably lessened in effectiveness. (10)

Unfortunately, people are not aware of the knowledge which is basic to survival. Nuclear fallout, though highly dangerous, is not a "ray of death" as many seem to think. Actually the average individual does not understand the threat of radiation or how to protect against it. (9) Once again, the need for teaching survival skills as a part of the Physical Education program can be seen.

As a step in this direction, a Civil Defence Lecture-Demonstration was arranged for the freshmen class of the Hamilton Institute of Technology. This presentation was made possible through the efforts of Mr. H. Thompson, Co-ordinator of Public Survival for Wentworth County (with the exception of the city of Hamilton) in co-operation with Captain D. G. Thompson of the Canadian Army.

During the first part of the lecture, Captain Thompson stated the theory of the nuclear explosion—the blast, the heat and the radiation. He noted the difference between initial and residual radiation with specific examples. The effects of time, distance and shielding on residual radiation were also mentioned. Various types of shielding, such as lead, steel, concrete, etc. were discussed at great length. It was suggested that though radioactive fallout is deadly in its early stages, those who are informed on protection need not die. (14)

The National Survival Rule was given to the students to remember for their own safety. This rule states "Whenever you see a dazzling light—four to five times the power of the sun—you must:

- (1) Shield your eyes.
- (2) Fall to the ground.
- (3) Count ten before getting up.

By doing so:

- (1) You protect your eyes from the light.
- (2) You are safe from the shock of explosion.
- (3) Much of the residual radiation is eliminated after ten seconds time. (After seven-tenths of a second from the beginning of the explosion seventy-five to ninety-five percent of the initial radiation is eliminated.)

The second part of the lecture was handled by Sergeant J. Gallagher who outlined the methods of detecting radioactive fallout by the use of Radiac Instruments. The principle of operation is based on the detection of ionization. Some of the methods discussed were photographic, photoluminescent and colourimetric. Various instruments were demonstrated to illustrate the different methods of fallout detection. It was noted that the amount of radiation a person is exposed to is accumulative; therefore, in the event of nuclear fallout, each individual should have a simple Dosimeter to check the amount of radiation exposure. (11)

Through the co-operation of the Metro Civil Defence of Toronto, a ten millicurie source of Cobalt 60* was secured for a Shielding Demonstration. Contamination Meters were placed behind standard allocations of lead, steel, wood, earth and water to show the effect these shieldings had on residual radiation. The students were given the opportunity to use the meters behind the various shieldings mentioned above. Other Civil Defence equipment was on display and the instructors explained the use of each. A Walkie-Talkie was operated to contact an area Civil Defence post thus giving the students an idea of the scope of the Civil Defence program.

There was a high student interest in this lecture-demonstration as they expressed the desire to know more about the Civil Defence activities. The students also brought out many practical applications of the material presented by both lecturers. The general feeling was that students wanted to be aware of the knowledge which would be basic to their survival during a nuclear attack.

A lecture-demonstration of this type coupled with the previous knowledge of first aid, life saving and safety habits would give the student a better understanding of survival skills during a nuclear attack. But the basic knowledge must be taught before he can grasp this. It is not too hard to understand fallout, it is merely a physical fact of this nuclear age and can be faced like any other scientific fact.

The complexities of civilization are increasing. This Nuclear Age is a whole new age. Since the world is in a state of revolution—technological as well as educational—education's aims, materials and techniques

are less static. Today, modern Physical Education is more than calisthenics and recess. Physical Education contributes to many facets of life, one of which is the development of essential safety skills. (1) It is felt that the knowledge of survival in the event of a nuclear attack is certainly an essential safety skill. Much can be done at the Senior High School level and beyond to give students the knowledge. To organize a course in Civil Defence contact your local Civil Defence Organization and fulfil a vital need of our society. Everyone desires peace but we should be prepared. ◀

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CHICKEN

(from the Oct. 2, 1961 issue of the
Medical Tribune)

Two young men, 18 and 21, collapsed during a marathon race on Labor Day and, notwithstanding restorative measures, died before reaching the hospital. They had run on a hot and humid day in spite of the coach's warning to "walk or even quit" if it seemed too much for them.

Thereupon many grave words were spoken regarding the medical supervision of athletics. But the crux of the problem (and the cause of death) was evidently the cry of Chicken! A crowd, doubtless the same crowd that hopes to see mangled bodies at auto races, egged the boys on—not to a display of prowess, but to a proof they were not cowards or quitters.

It has always been the affliction of young men to prove themselves, but the crowd screams for negative proofs, as if a virtue is not well understood but its absence might be. Thus our kids picture themselves in the middle of a dusty road, in the middle of a desert slum, idiotically ready to outdraw and outshoot the other guy; or attaining manly

triumphs by means of a sock on the jaw; or jousting courageously with automobiles (since a white charger is hard to get nowadays), though afterward you cannot tell from the corpses which had been the winner.

Had we, instead, a civilization, young men would be taught enough of self-esteem that they might have the courage to quit and still realize that it was courage. The weird and hollow proofs screamed for by a crowd and broadcast by a television, are a far more deadly problem than the clinical supervision of athletes. But it is a modern, elegant mob, which would never think of stoning the boys to death—all it has to do is cry Chicken! ◀

PHYSICAL COMPLAINTS LINKED TO SMOKING

An initial report has been made of physical complaints in relation to a study of smoking habits in 18,697 men and 24,371 women over the age of 30. *Many different complaints were found to be associated with smoking habits.* These include cough, hoarseness, shortness of breath, pain or discomfort in the chest, loss of appetite, nausea and vomiting, pain in stomach, pain or discomfort in lower abdomen, diarrhea, loss of weight, easy fatigue, insomnia. Coughing, shortness of breath, and loss of appetite were notable in showing a high degree of association with smoking. The percentage of subjects reporting a cough was very much higher among current regular cigarette smokers than among subjects who never smoked regularly. Cigarette smoking showed a far higher degree of association with physical complaints than did cigar or pipe smoking. The frequency of physical complaints increased with amount of cigarette smoking. Coughing was reported less frequently by people who smoked cigarettes with a low tar and nicotine content than those who smoked cigarettes with a high tar and nicotine content. The physical complaints varied in degree from slightly annoying to extremely unpleasant reactions for the individual involved. In a certain proportion the complaints are symptomatic of the presence of a serious disease or a condition likely to develop into a serious disease. (E. C. Hammond, Sc.D.: "Smoking in Relation to Physical Complaints," Archives of Environmental Health, Aug., 1961). ◀

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Specialist Councils in Alberta

The Alberta Teachers' Association, in an attempt to improve educational standards in Alberta, has provided teachers and administrators in this province with the opportunity of forming specialist councils.

Physical educators and health educators have requested the formation of a specialist council. The objective is to improve instruction in these areas by increasing members' knowledge and understanding in this field. Membership in the council is open to any member of the Alberta Teachers' Association or to any non-member of the Association who is covered by provisions of the Teachers' Retirement Act, any certified teacher in a private school and any member of the staff of the University of Alberta or the Department of Education who has a special interest in the field of Health and/or Physical Education.

Plans are now complete for the inaugural

conference to be held in Calgary on April 26th and 27th, 1962. Dr. Arthur Steinhaus has accepted the invitation to address the first annual conference. It is felt that the presence of Dr. Steinhaus will do much to assure the success of the inaugural convention.

Other speakers will include Dr. Blair, the representative from the Canadian Medical Association and Dr. Van Vliet and Dr. Howell from the University of Alberta.

Plans are also underway for publication of a Bulletin, periodic one-day conferences featuring programs of interest to members, summer seminars of one or two weeks duration and research projects.

It will be interesting to note the impact of specialist councils in Alberta. Health educators and physical educators are expecting gratifying results.

AUDREY CARSON

Assistant Professor

*School of Physical Education
University of Alberta* ◀

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I Feel Fine

*There's nothing whatever the matter
with me,
I'm just as healthy as I can be.
I have arthritis in both my knees
And when I talk, I talk with a wheeze;
My pulse is weak and my blood is thin
But I'm awfully well for the shape I'm
in.*

*I think my liver is out of whack;
I've a terrible pain in the small of my
back.
My appetite's poor and my sight is dim,
Most everything seems to be out of
trim.*

*My Doctors say my days are few
And every week I have something new.
The way I stagger is sure a crime,
I'm likely to drop most any time.
I jump like mad at the drop of a pin—
But I'm awfully well for the shape I'm
in.*

*Sleeplessness I have night after night
And in the morning I am a sight.
My memory fails, my head's in a spin
But I'm awfully well for the shape I'm
in.*

*Now the moral is, as this tale I unfold
That for you and me, who are growing
old
'Tis better to say "I'm fine", lie and
grin,
Cause we're awfully well for the shape
we're in.*

(from C.A.R. Scope)

RESEARCH AT THE UNIVERSITY OF SASKATCHEWAN

W. A. R. ORBAN, PH.D.

*Dr. W. A. R. Orban Reports on Research
at University of Saskatchewan*

We have made great strides in research here on the campus at the University of Saskatchewan. Just recently we have had a Bio-Medical Engineering Laboratory established and the Committee which sets up the policy, etc. is composed of four medical doctors, three engineers and myself. This is a tremendous thrill because as far as I know, it is the first of its kind in Canada. The object is to develop some means of measuring various cardio-pulmonary responses of individuals in various types of exercises and activity. We have received a substantial grant from the National Research Council and we will be employing a student from our School, two from Engineering and one from Medicine to do the work necessary in the summer time. My main interest and connection with this laboratory and group is the telemetric work which we are conducting here in the Gymnasium and on athletes. In this we are trying to have a continuous record made of heart response to various types and levels of exercise. At the present time we are primarily concerned with the heart response, but the Engineers are using part of the grant and part of the time to develop ways of measuring pulmonary response, that is carbon-dioxide production and oxygen intake. ◀

THE SECOND COMMONWEALTH STUDY CONFERENCE

H.R.H. the Duke of Edinburgh's Second Commonwealth Study Conference will take place in Canada this coming year. The first Conference was held at Oxford, England, in 1956. This Second Conference will start at Montreal from where the 300 men and women delegates will fan out to selected communities all over Canada.

* "The Conference is not designed to deal with wages, hours of work, collective bargaining, and such things, but to focus upon the impact of industrialization upon people and upon the communities in which they live."

* "The value of the Conference will not come out in recommendations, resolutions, criticisms, and things like that. Its value lies in the influence it has on the minds of the people taking part, so that when they get to positions of authority the deci-

sions they make will be based on a reasonable understanding of the consequences.

It is not a governmental affair. Its President is Prince Philip; its Chairman is the Rt. Hon. Vincent Massey, former Governor General of Canada, and the program has been set up by a Council of 90 members representing industry and labour in Canada, with the help of groups throughout the Commonwealth."

* "As to the nature of the discussions, Prince Philip set the keynote in speaking at Ottawa about the Conference which centered on Oxford University in 1956. He said: 'The important thing to remember is that the organizers must keep their feet firmly planted on the ground of practical problems and cases. The enterprise is doomed to failure if it is allowed to enter the rarified atmosphere of theory.' His hope is that the Conference will lead its members to new and interesting thoughts about what things contribute to good factories, happy communities and satisfied individuals."

Certainly industrialization is going to have a continuing influence on our fields. This will be most marked on recreation. Our members will look for the reports and comments from this Study Conference. Some of our members may be included in the personnel of the Conference from whom we can get first hand information. ◀

° Royal Bank of Canada Monthly Letter,
Vol. 42, No. 8, October, 1961.

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School of Physical Education

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Depending on Qualifications and Experience

CEA Members to receive News Letter

A number of major revisions in the Constitution of the Canadian Education Association were approved by the Association at its last Convention. Effective this fall, the annual membership fee will be \$5.00, with membership on an October to September basis. Members, who formerly received only the quarterly magazine, *Canadian Education and Research Digest*, will now receive both the magazine and the *CEA News Letter*.

FEDERAL GOVERNMENT

(Continued from page 17)

Public Recreation Diploma Course and to administer the program, which in effect was the joint responsibility of the Departments of University Extension and Physical Education. Mr. B. G. Lowes of Ontario was appointed jointly to the School of Physical Education and the Department of University Extension and acted as director of the Diploma Course. Eighteen men and eleven women chosen from nine provinces and the Northwest Territories reported to the University in September of 1952 and undertook a varied and full program during the academic year, followed by a special assignment of supervised field work. Their curriculum included courses in English, Sociology, Organization and Administration of Recreation Programs, Public Speaking, Professional Writing, Public Relations, Drama, Music, Arts and Crafts, Social Recreation and Physical Recreation.

Unfortunately, this scheme, too, was destined to be short-lived even though it had,

in the opinion of qualified observers, real merit and on the basis of the experimental year could be considered as a genuine success. Naturally, improvements could have been made and it is probable that both the National Council and The University of British Columbia would have suggested certain changes had the courses been continued for a second year. Through no fault of the Council, funds were not made available for the 1953-54 term and so the University was forced to discontinue the program which in the writer's opinion was a most promising national project.

This venture terminated the Federal Government's participation in the preparation of professional recreation personnel. The picture reveals a sporadic interest which would seem to indicate a failure particularly on the part of elected representatives to attach much genuine significance to the need for planned recreation, especially of a physical nature. It is rather paradoxical that during the same periods referred to above, the Armed Services, a Federal Government

(Concluded next page)

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responsibility, have been expanding their programs both from the point of staff and also facilities.

Perhaps it would be proper to mention that the foregoing experiences did not by any means represent total losses despite the lack of continuity. Certain training programs on the provincial levels may have been stimulated to expand their functions or even to initiate new plans. The most notable example of an active and successful provincial scheme is that of Ontario where the Community Program Branch of the Department of Education is cooperating fully with the professional associations to up-grade the qualifications and status of recreation personnel. The University of Western Ontario, although forced to drop its earlier degree plans, has continued to display leadership in this field and is a key factor in the certification program.

The University of British Columbia, encouraged by the British Columbia Recreation Branch of the Canadian Association for Health, Physical Education, and Recreation and the British Columbia Recreation Association and capitalizing on its previous experience, commenced a degree course in recreation in the fall of 1960. Plans to expand further in this direction the functions of its School of Physical Education and Recreation are now under consideration.

By a timely and happy coincidence just as

this article was being concluded Prime Minister Diefenbaker made his dramatic announcement concerning the Government's plans to bring before the House of Commons a bill which would provide an annual sum of \$5,000,000 for the promotion and assistance of fitness, recreation, and amateur sport. Most of the publicity has been directed to amateur sport and the possible benefits to Canada's international participation. These are important but the vital jobs to be done are in the other two areas, for without real improvement or success in these an enhanced international record or reputation would be hollow and meaningless. The Prime Minister is fully aware of this and so this time there is every reason to expect that the Government's bold step will provide for stimulation at the grass-roots level to ensure a sustained yield. Therefore organizations and individuals interested in recreation should take advantage of the Prime Minister's invitation to submit suggestions and new ideas. It is only natural that the dozens of voluntary associations will have a great interest in the proposed plan and will expect to benefit financially. Many of their aspirations, however, will to a large extent be dependent upon skilled professional leadership. Herein lie both our opportunity and our challenge. ◀

CANADIAN SWIMMERS

(Continued from page 5)

of man in all sports is still beyond our grasp. It is obvious from past performances and the level of national records that Canadians display a much greater gap between psychologic and physiologic limits than do the athletes of most nations. Our athletes are simply not highly motivated.

A swimmer is encouraged to maintain a demanding training program by a variety of influences. Group identification with a team, particularly a team with high status in the school or community, can provide strong support. Many individuals respond more vigorously to their role as a team member than they do to their role as an individual. The team that trains hard as a group exerts pressure on the initiate to attempt to conform to the pattern. These influences are lacking for the athlete who must practice alone.

The social support offered the swimmer by his contemporaries, by his community, and by the nation are major supplementary factors. The rewarding and reinforcing of world class performance has played a major role in Russia's surge to the top in international athletic competition.

Canada caught half way between her traditional ties to Great Britain and her proximity to the United States seems to have adopted the poorer elements of both systems. We have not supported community athletic clubs or the sport days of the English or the athletic subsidization of the American College system. We have rejected the low organization vigorous sports of soccer and rugby for the complexities of football, baseball, and basketball. We have not, however, accepted the long years of specialized coaching and training necessary for success in them. Federal assistance, until recently, has also been avoided. Consequently, our athletes have had no financial support from any quarter.

Outside of hockey, figure skating, and skiing it is difficult to find a truly professional coach in the country who is working with amateur athletes. A sports writer recently criticized us for developing the "cult of good losemanship." This hits very close to home when one looks at the record of the 100 athletes we sent to Rome.

Australia has demonstrated that an athletic elite can be developed from a broad base of vigorous school sports; national support; skilled coaching; and a strong, active, highly motivated population. It can also be done in Canada! ◀



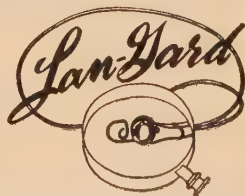
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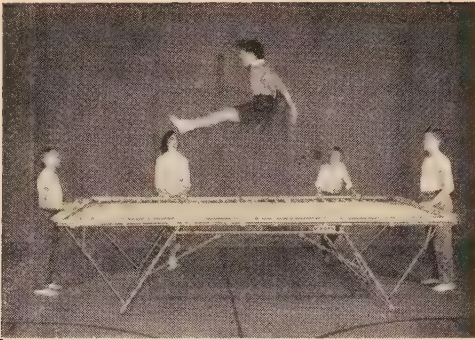


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WHAT TO DO FOR EPILEPTIC SEIZURE

The most important thing to do to help a person having a major seizure is to remain calm. A seizure will usually end itself after a few minutes. *A seizure is not a medical emergency.* If it lasts more than 15 minutes a doctor should be called. *Non-medical people should not try to stop a seizure. Restraint, pouring liquids in the mouth, dousing with water, and slapping are ill-advised actions. The epileptic frequently sustains dental injury when a well-meaning bystander places a HARD OBJECT between his teeth.* If the mouth is open a soft piece of cloth, cork, or rubber can be placed between the person's teeth to prevent tongue or cheek biting. A spoon or finger should never be used. The mouth should never be pried open. When the seizure subsides, the person should not be left alone. An epileptic seizure is an outward sign of an abnormal release (electrical disturbance of a group of nerve cells) of energy within the brain. (National Epilepsy League: "What To Do for Major Seizures," Horizon, May, 1960).

STUDENTS WISH TO LEARN PRACTICAL HEALTH CONCEPTS

An investigation to determine health needs and interests of secondary school students revealed that students, parents, and teachers emphasized areas of understanding mental health and mental illness, personal care of the body, understanding harmful habit-forming substances, and the importance of activity and rest to health. *The students and adults involved in the study also agreed that the areas of structure and facilities, and official and voluntary health programs should be given the least emphasis in health teaching.* All groups indicated that high school students need to learn such concepts as "the control of diseases which spread from one person to another," "how to choose and when to call a doctor," and "the effects of self-diagnosis and treatment." (W. E. Schaller: "Health Interest and Needs of Pupils as a Basis for Teacher Preparation," Student Medicine, Feb., 1961).

Distribution of Publications

The National Office has been working hard to keep up with the orders for publications now distributed through CAHPER.

We would remind you that any AAHPER publication title may be obtained from us. Titles published jointly by AAHPER and some other organization may be ordered through us too, though the cost may be higher.

With regard to publications from the Athletic Institute, we are, as yet, handling only the "How To Improve" series.

To those who have placed their orders through CAHPER we wish to extend our thanks. It has been a substantial help to the Association even though it keeps us busy.

Please remember that the Junior and Primary Division texts are still available. We also have an excellent Magnetic Hockey Coaching Board.

See the publication list and order form brochure—then mail your order.

C. R. BLACKSTOCK
 Executive Secretary

ACROSS CANADA

*The October 1961 legionary
carries a couple of stories
of interest to members*

By C. R. BLACKSTOCK, Executive Secretary

One is the story of Scouting in the world. Seventy countries have active Boy Scout Movements. Good pictures are included with the article written by Major General D. C. Spry, C.B.E., D.S.O., C.D. The other is the New Brunswick Legion's summer camp to train school athletes in leadership. This project, carried out at the U.N.B. Campus August 15-25, was most successful.

Dr. Maury VanVliet will be attending the Professional Preparation Conference to be held in Washington, January, 1962. The accreditation of professional schools is a major concern in the U.S.A. Standards are being raised especially those for our field, to more nearly conform to those for all teacher education fields.

Members will be interested to see Volume 8, No. 3, "Reporting on Canadian Sport", the Canadian Sports Advisory Council publication. It carries reports for many sports for the past year and plans for participation in both national and international events coming up.

From the above-mentioned publication we gather that tentative plans for the Ukraine Gymnastic Team to visit Canada have been made. The team will begin in Montreal or Toronto about January 13th, and cross the country to Vancouver by January 29th.

Many of you will have noted that Max Howell, now at the University of Alberta, Edmonton, has had articles dealing with research problems appear in the latest issues of the U.S. Association Research Quarterly and Journal and in our own Journal.

During this past year his articles have appeared in Japan, and the Australian and New Zealand Physical Education Journals.

Let us congratulate this Canadian whose studies are being so widely recognized. No doubt we will see more of his work reported.

Canadian Rescue and First-Aid teams won eight of the eleven major trophies up for competition at International Rescue and

First Aid Association Convention held at Roanoke, Virginia, November 2-4, 1961.

Fred Evans, Chief Rescue Officer, Canadian Civil Defense College, Arnprior, Ontario, was elected president of the Association for 1962.

The Mt. Orford Ski Patrol, Magog, Que., was the winner of the International First Aid Contest in which 34 teams competed.

Procedure Re National Membership and Fees

The following national membership fees are based on the number of years the individual has been a national member.

For years 1, 2, 3, \$6.00 per annum.

For years 4, 5, 6, 7, 8, 10, \$10.00 per annum.

11th year and over, \$15.00 per annum.

Associate Membership (no voting privileges), \$5.00 per annum.

Student Membership (Sept.-Sept.), \$3.00 per annum.

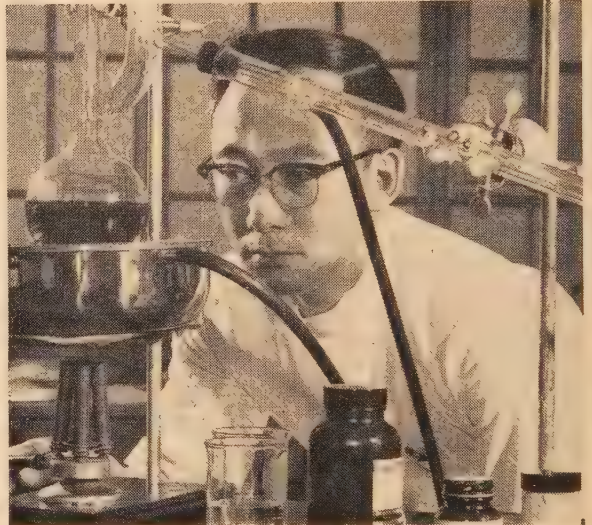
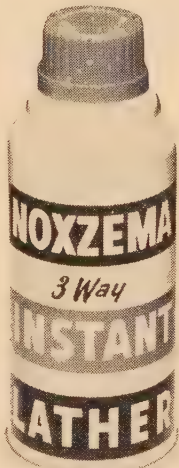
Subscription Rate—The Journal, \$5.00 per year.

The new life membership fee has still to be established. It is currently under study by a Special Committee on Fee Structure.

Renewal notices will be sent from the National Office. The amount due will be based on the fee structure above and our knowledge of the number of years the individual has been a member of the National Association. It is imperative that you return your renewal fee to the National Office. This will assure your remaining on the national mailing list. You can notify your branch that you have renewed this membership.

Advise the National Office of any change in address. Do not depend on your branch secretary to do this.

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Toronto 18, Ontario.



BOOK REVIEWS



THE MINI-TRAMP FOR REBOUND TUMBLING. By Rich Harris. Nissen Teaching Aids, 930 27th Avenue S. W., Cedar Rapids, Iowa, 1961. 48 pages. \$1.00.

The author presents the basic teaching techniques in a simple easy to learn manner. Basic stunts, as well as somersaults, are thoroughly described and illustrated. Slow motion, sequence-type drawings allow the instructor to visualize the various phases of each stunt. An extensive chapter on exhibitions and exhibition tumbling teams provides many thought-provoking ideas on this phase of the sport. Detailed lesson plans are included for a two week instructional unit for beginning physical education classes.

LEISURE AND THE SCHOOLS. By the AAHPER Yearbook Commission, Editor J. L. Hutchinson. Published by AAHPER 1961. Pp. 186. Price \$3.75.

In our part of the world education for work is still important. But it is now equally important to educate for play.

This comes hard to a people who for generations has venerated work, disparaged play and struggled with a terrain and

climate which gave up grudgingly food and shelter.

The social scientists have been pointing to the benison of recreation, the need or hunger for satisfying play as well as work. The recognition by educators that they have a responsibility to educate for leisure time pursuits has come but recently.

This Yearbook written by recreation educators and educators brings another point of view to the subject. It undertakes to show the role of the school and recreation in meeting the need for leisure time education and manner in which community and school can go about providing it for people.

The emphasis is towards teaching out of the confined space or indoors. Every community has facilities which can be adapted to the teaching of leisure time pursuits. For the schools and its teachers this may require a readjustment of their practice and a rethinking of their attitude towards where to teach. Much leisure education is better taught away from a desk, the classroom and even the play room.

If people are to be free for large amounts of time from the galley benches of repetitive labour let us teach them and motivate them to be joyously active in a world full of wonder.

This text, written by your peers in the field of general education, recreation and physical education, is worthy of your attention.

ANNOUNCING EARLY 1962 PUBLICATION OF

Testing and Training for Physical Fitness by Bonnie Prudden

Our Newest Glenwood Handbook for Teachers

DAVID G. SMITH PRINTING-PUBLISHING
GLENWOOD, (WESTFIELD POST OFFICE), NEW BRUNSWICK

INTERCOLLEGIATE ATHLETICS

(Continued from page 10)

It now remains to be seen how effectively Intercollegiate athletics can be coordinated in such a large and far-flung country as Canada, particularly regarding inter-union competition in the face of difficulties of distance and corresponding expense. The time problem involved in competition across the length and breadth of Canada admittedly is solved by modern air travel, but the expense factor has up to the present prevented the holding of Canadian Intercollegiate championship in various sports. A great deal of work must be done before this becomes a practical reality, in the way of a common code of rules for sports in which national competition is desired (football is a case in point), common standards of eligibility from the point of view of both academic and amateur status, and other related problems. The new organization has a great challenge to face. ◀

PRESIDENT

(Continued from page 4)

will be available from our National Office.

The continued increase in membership and new branches is a healthy sign. A united, national effort makes it possible to supply additional services, maintain a national office, carry out projects and be represented at conferences and functions where we can present our point of view and, at the same time, develop a broader appreciation of the work that is being done by other organizations.

A financial statement has been prepared by the Chairman of Finance and has been forwarded to all branches and officers of the Association. You will find the statement encouraging. Your continued efforts in recruiting new members, in seeking library subscriptions, advertising and sales of publications, will be much appreciated by your executive.

A number of items upon which we must make a professional statement have been submitted to all branches. Your national executive needs these statements to help it formulate policies which we anticipate will be requested in the near future.

The year 1962 will be a challenging one for us—we are expecting each member to pull his or her full share of the load. ◀

COMMEMORATIVE BASKETBALL STAMPS

Because of the very wide interest in inter-scholastic basketball, you will undoubtedly be pleased to learn that the United States Postoffice Department is issuing on November 6, 1961, a 4c. Commemorative Stamp honoring the sport. The date marks the 70th Anniversary of the game of basketball and the 100th Anniversary of the birth of its inventor, Dr. James Naismith.

The Naismith Memorial Basketball Hall of Fame is issuing the official two-colored cover on permanent cotton-fibre paper depicting basketball and its founder in the Hall of Fame. The Hall of Fame is presently under construction on the campus of its birthplace, Springfield College, Springfield, Massachusetts. All proceeds from the sale of covers will go to the Naismith Hall of Fame.

Covers can be ordered from:

BASKETBALL HALL OF FAME,
Springfield College,
Springfield, Massachusetts.

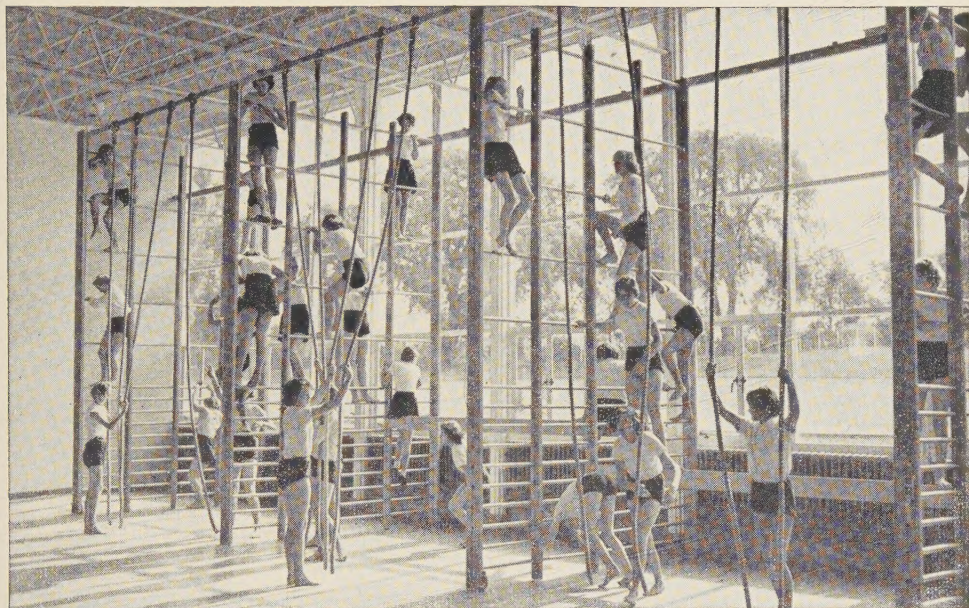
Singles are 25c. each and Plate Blocks \$1.00 each.

Because of the wide interest in stamp collecting in high schools, it has been suggested that member schools have their attention called to this issue. Undoubtedly many stamp collecting clubs will welcome this news and make purchases.

In addition to providing an interesting item for stamp collectors, the arrangement will provide a means of substantial income for the Hall of Fame. The Hall of Fame sponsors will be grateful for any support and publicity we can give this nationwide event. ◀

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The new, improved Southampton Gymnastic Apparatus has been designed principally for combined assembly halls & gymnasia, where space is of paramount importance. Consisting mainly of two or more hinged wall frame units, the apparatus folds flat against the wall when not in use. The frames are connected at the top of the outer uprights by a steel tube from which climbing ropes, rope ladders,

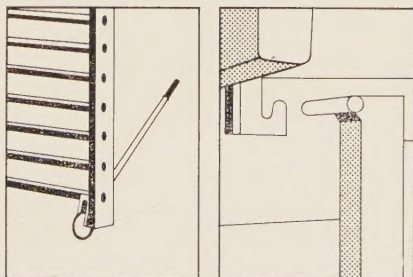
trapeze bars etc. can be hung. Portable beams which are fitted between the frames can be fixed on any of the vertical uprights.

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OLYMPIC PATENTED LIFTING & WHEELING DEVICE.

For quick, easy movement the apparatus is fitted with the Olympic patented lifting & wheeling device. A push on the lever (right) raises the frame off a hook fixed to the wall (extreme right), at the same time bringing the wheel on the bottom of the frame into action. The frame can then be wheeled into position and rigidly locked at the wall end.

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